

Strand 1: Understanding Text

Concepts/Skills Processes:

- Imagery (L11-12.5a)
- Purpose (RI. 11-12.1)
- Interactions (RI. 11-12.2)

Strand Understandings:

- Interpreting the function of hyperbole and paradox in context deepens comprehension of author’s purpose in text.
- Identifying ambiguous text passages contributes to more refined understanding of author’s purpose.
- Determining two or more themes and analyzing their development elucidates understanding of how theme interactions progress into deeper complexity.

Essential/Guiding Questions:

- How do literary elements contribute to the development of meaning in a literary text?(C)
- How is an author’s word choice important in establishing the mood and tone of a literary work? (P)
- Where does the meaning of a text reside? Within the text, within the reader, or in the exchange that occurs between them? (P)

PK-12 EU’s

- Conceptual understanding and deep comprehension require the knowledge, utilization, and application of text structures, language skills, multiple interpretations, and text conventions to heighten students’ ability to be independent thinkers and lifelong learners who appreciate and contribute thoughtful ideas.
- Responding critically, reflecting upon authors’ craft, and making judgments within and across texts develop analytical discerners and selective consumers of information.
- Producing text demonstrates synthesis of information and the transfer of knowledge to new, unique, and deeper learning experiences

Unit Enduring Understandings:

- Every aspect of a written work is based on author’s choices with the direct intent of overtly or subtly influencing the attitudes, perspectives, and psyches of the audience.
- An author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

Overarching Essential Questions:

- How do authors use the resources of language to impact an audience?
- Why is understanding an author’s style or use of figurative language essential to literary analysis?
- How do an author’s language choices influence attitudes, perspectives and psyches of readers?

Strand 2: Critiquing and Responding to Text

Concepts/Skills Processes:

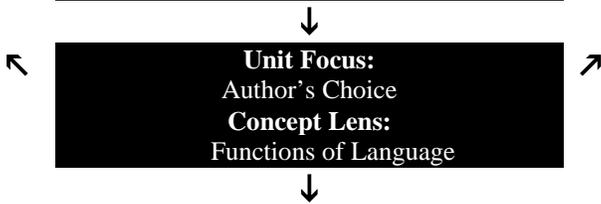
- Interpretation (RL. 11-12.7)
- Irony (RI. 11-12.6)
- Definition (RI. 11-12.4)
- Power (RI.11-12.6)
- Nuances (L. 11-12.5b)

Strand Understandings:

- Evaluating multiple interpretations of source text enhances critical comprehension.
- Distinguishing between what is directly stated in a text and what is really meant (e.g., satire, sarcasm, irony, or understatement) deepens critical analysis.
- Analyzing how an author uses and refines the meaning of key terms improves comprehension of complex text.
- Analyzing how style and content reveal author’s point of view and purpose enhances comprehension and appreciation of the power and persuasiveness of text.
- Analyzing nuances in the meaning of words with similar denotations enhances critical analysis.

Essential/Guiding Questions

- How can a reader support an inference?(C)
- How does diction affect meaning and atmosphere? (C)
- How can a textual analysis of an author’s language choices provide insight into themes and central ideas?(P)
- Can a reader infer an author’s intentions based on the text? (P)
- How are mood and tone distinct, yet interconnected, and how do they contribute to the effect of a literary text? (C)



Strand 3: Producing Text

Concepts/Skills Processes:

- Sensory Language (W.11-12.3d)
- Argument (W.11-12.1c)

Strand Understandings:

- Using precise words and phrases, specific details and sensory language conveys vivid written communication.
- Using varied syntax to link the major sections of text clarifies an argument.

Essential/Guiding Questions:

- What techniques create atmosphere and style in written communication? (F)
- How does the use of varied syntax result in more sophisticated cohesion of text? (C)

Strand 1: Understanding Text

Concepts/Skills Processes:

- Diction (RL.11-12.4)
- Figurative Language (RL.11-12.4)
- Text Structure (RL.11-12.5)
- Point of View (RL.11-12.6)

Strand Understandings:

- An important key to understanding European literature is recognizing binary opposition within a text to reveal a larger theme or conflict.
- The evolution of languages over time, as well as the process of translation, affects meaning and understanding of European literature by a contemporary audience.
- Period-specific literary forms, techniques, and devices often reveal and reinforce cultural mores and belief systems.

Essential/Guiding Questions:

- How can an examination of tensions and oppositions (e.g. reason vs. emotion) help reveal the nature of conflict within European literary texts? (P)
- How might considerations of language development and literary translation affect the contemporary reader's understanding of European literature? (C)
- How does reading European literature help a contemporary audience understand the European mindset throughout history, and to therefore better understand our own culture? (P)

PK-12 EU's

- Formulating connections, building content knowledge, and understanding purpose and use of craft are essential elements in constructing meaning of text.
- Critiquing and responding to text deepens understanding and knowledge, challenging individuals to go beyond the text and become creative thinkers.
- Producing text demonstrates synthesis of information and the transfer of knowledge to new, unique, and deeper learning experiences.

Unit Enduring Understandings:

- Religious and political forces in early Europe shaped Anglo-Saxon and Medieval literature, and the identification of these influences leads to a deeper understanding of the works studied.
- European culture is represented across literature, art, music, and the social sciences, so studying them in conjunction leads to deeper and broader understanding.
- Outstanding works of European literature transcend time and therefore continue to enlighten and inspire readers and writers.

Overarching Essential Questions:

- What are the interrelationships among literary and artistic periods and movements?
- How do religious and political forces shape the development of European literature and culture?
- How can a larger study of culture deepen and broaden an understanding of European literature?
- Why is it valuable to study European literature?

Strand 2: Critiquing and Responding to Text

Concepts/Skills Processes:

- Analysis of theme development (RL.11-12.2)
- Evaluation of multiple interpretations (RL.11-12.7)
- Interpretation figures of speech (L.11-12.5.a)
- Author's Choices (RL.11-12.5)

Strand Understandings:

- The development of themes and central ideas over the course of a text interact and build on one another to produce effective and complex literature.
- Form and structure are important considerations in analyzing and critiquing European literary texts; therefore, analysis leads to a deeper appreciation of the literary forms of the time.
- Author's choices regarding how to develop and relate elements of a text impact the exposition of theme and central ideas and help the reader determine the efficacy of the literature to impart meaning.

Essential/Guiding Questions

- What standards can be used to determine the effectiveness and complexity of a literary text? (F)
- How can an understanding of specific literary forms and structures help in analyzing and critiquing European literature? (C)
- What is the role of author's choices in the explication of theme and central ideas? (C)

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↖ **Unit Focus:** ↗

Foundations of European Literature

Concept Lens:

Audience, Task, Purpose

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Strand 3: Producing Text

Concepts/Skills Processes:

- Intertextual Analysis (RI.11-12.1)
- Using a Variety of Modes (RL.11-12.7)
- Inquiry (W.11-12.7)

Strand Understandings:

- Analyzing two texts in relation to each other leads to a deeper and broader understanding of both texts.
- An analysis of text in relation to the arts and social sciences can bolster the defense of a particular reading of literature.

Essential/Guiding Questions:

- How might the analysis of one text contribute to the understanding of another? (C)
- How might the study of the arts and social sciences inform the reading of a literary text? (P)

Strand 1: Understanding Text

Concepts/Skills Processes:

- Author's Choice (R.L. 11-12.3)
- Text Structure (R.L. 11-12.4)
- Figurative Language (R.L. 11-12.4)
- Point-of-View (R.L. 11-12.6)
- Analyze (R.I. , 11-12.8, 11-12.9)

Strand Understandings:

- The exploration of literary periods and movements of American literature gives insight into not only the author's voice, but into a larger collective American voice.
- The author's point of view and purpose is identified through his/her use of figurative language, diction, word choice and method of development.
- Most authors create text to make comments about the state of society in order to create awareness and/or bring about change.

Essential/Guiding Questions:

- How does reading American literature help the audience understand the author's voice and the larger American mindset throughout history? (F)
- How does an author use language, style and genre to convey point of view or purpose? (C)
- What are techniques that writers use to effectively articulate the message of the text? (C)

PK-12 EU's

- Formulating connections, building content knowledge, and understanding purpose and use of craft are essential elements in constructing meaning of text.
- Critiquing and responding to text deepens understanding and knowledge, challenging individuals to go beyond the text and become creative thinkers.
- Producing text demonstrates synthesis of information and the transfer of knowledge to new, unique, and deeper learning experiences.

Unit Enduring Understandings:

- The American voice may not be representative of all; as a result, voices may go unheard.
- American culture is represented across literature, art, music and the social sciences, so studying them in conjunction leads to a deeper and broader understanding.
- American voices from different literary periods and movements have unified and divided readers.

Overarching Essential Questions:

- What is the American voice?
- Is there a unifying American voice?
- In American literature, whose voice is heard, and whose voice is silenced?

Strand 2: Critiquing and Responding to Text

Concepts/Skills Processes:

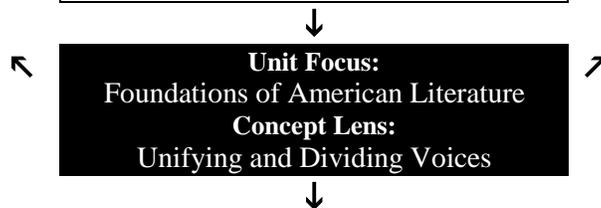
- Author's Choice (R.L. 11-12.5/R.I. 11-12.5)
- Evaluate (R.L. 11-12.7)
- Analyze (R.L. 11-12.8-9/R.I. 11-12.8-9)

Strand Understandings:

- Author's choices regarding how to develop and relate elements of a text impact the theme and central ideas and help the reader to understand point of view.
- Developing themes and central ideas of a text interact and build on one another to produce effective and complex literature.
- Authors select different genres to convey the same point of view.

Essential/Guiding Questions

- What is the role of author's choices in the explication of theme and central ideas? (P)
- How can an understanding of specific literary forms and structures help in analyzing and critiquing American literature? (C)
- What are the most effective means to convey point-of-view? (P)



Concepts/Skills Processes:

- Produce (W.11-12.4)
- Process (W.11-12.5)
- Technology (W.11-12.6)

Strand 3: Producing Text

Strand Understandings:

- All authors have their own unique voice that is shaped by factors such as socioeconomic status, geography, race, and gender.

Essential/Guiding Questions:

- How is your voice situated within the context of what was studied in the unit? (P)